

CONCEPCION DE ALBA DUCE

FINAL ASSIGNMENT: The Legend of Devil's Tower

1. Student background and teaching context

- 1st Course of Compulsory Secondary Education. (4 year program)
- 25 middle class students group
- 12/13 year old students
- They studied in a Bilingual Program in Primary School (6 courses). They studied Science, Social Studies, Physical Education, Art and English in this language
- They passed the external Cambridge KET Test when they finished Primary School.
- They are students highly motivated, with parents involved in their children learning process, which will be helpful for extracurricular activities.
- The school is in Moralzarzal in the north west of Madrid Region. The 30% of our students are immigrants mainly from Morocco, Eastern countries, South America and China.
- There isn't a bilingual school library. The English Department has started to get some books but there aren't enough resources. We would like to improve it in the future.
- There are three Teacher Assistants for the Bilingual Program, two of them are from USA, and the other one is from United Kingdom. Teacher assistants are a valuable resource for the bilingual project. They are authentic ambassador of their culture and countries. The Fullbright Teacher Assistant Robert Weatherford is a good collaborative worker, with a very helpful attitude in class as he is from Wyoming.

2. General Lesson Aims

- **Target students:** are detailed above
- **Timing:** 50 minutes session in MEC Year 1 Bilingual Project
- **Time frame:** First term (October)
- **Place:** Their classroom
- **Reading session:** Students will read a American legend as a model. Students will work on myths and legends as an essential part of folklore of a country. Students will learn about Native American culture through their legends and geographical features.

3. Year 1 Advanced English Curriculum Objectives

According to objectives number 3 and 8 of the curriculum, students will be able:

- 'to read and understand different texts of a suitable level, to the students' ability and which texts that engage the students' interests'
- 'to have contact with texts which represent the English language and see them as means to interpret different historical and cultural contexts.'

Students will read and understand the cultural references on a Native American legend regarding to an unusual mountain in Wyoming. As a CLIL unit students learn more about the geography of USA with crosscurricular activities, such as finding out where the state of

Wyoming is, making predictions about the stories people can tell about The Devil Tower as they are looking at its photograph.

4.Materials and resources

- Fotocopy of USA map
- Handout with The Legend of The Devil Tower text and the glossary of vocabulary , the Wyoming mountain photograph and the picture of the legend.
- 'Brother Bear' Walt Disney film 10:06 minutes video
<http://www.youtube.com/watch?v=C2KuifXxWjc&feature=related>
- 'Close Encounters of the Third Kind' Steven Spielberg film 5:35 minutes video
<http://www.youtube.com/watch?v=sCbkIzPIJZQ&feature=rated>

5.Lesson Procedure.- Warm up: Timing 10 minute s activity

Teacher will explain to students that they will read a Native American fable, which refers to a mountain that is in Wyoming, so there will be a **BRAINSTORMING ACTIVITY** eliciting students their knowledge on the geography of USA. Students will be really involved if it is a kind of a competition. Teacher will ask students if they know where the following places are: Grand Canyon, Mississippi River, Yellowstone National Park, Niagara Falls, the difference between Washington State and District of Columbia, New York city and state, etc.

Therefore students will activate their prior knowledge and learn from other classmates, so students will find out those places on this USA map



The Legend of Devil's Tower

There are many different legends, or fables, about the creation of Devil's Tower among the Native Americans (American Indians) that lived in the region close to the strange and majestic rock formation. In one popular legend, seven Indian girls were being chased by an unfriendly bear. Knowing that the bear would eat them if he caught them, the girls prayed to the Great Spirit and asked for help. The Great Spirit caused a rock that the girls were standing on to grow out of the ground, reaching up towards the sky. The bear still tried to catch the girls and eat them, and he clawed ferociously against the side of the rising rock. For this reason, Devil's Tower has the marks on its sides that can still be seen today. The girls eventually ascended all the way up into the heavens and became a star constellation called the Pleiades.

Vocabulary:

Majestic—very beautiful

Chase—to pursue in order to catch

Unfriendly—mean, not nice

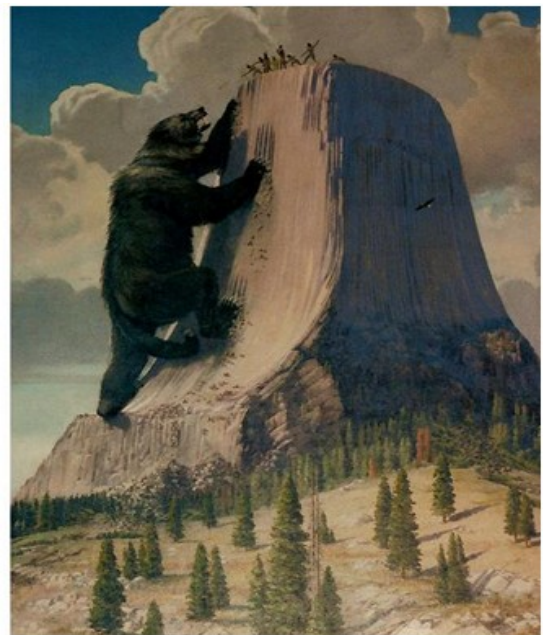
Great Spirit—Indian god

Claw- to scratch or tear with claw a finger nails

Ferociously—angrily, wildly

Marks—scratches or indents

Constellation—group of stars



Pre-reading: (15 minutes)

Prevocabulary check: Analysing students vocabulary needs.

Teacher will ask students to describe the painting of a bear climbing up the mountain. Students will use some of the keywords they need to understand the text. Students will mime bear abilities such as climb, claw, eat, run, hunt, jump, etc so Students demand teacher help when they can't find the right word, so teacher will have the feedback of students' comprehension, which are their needs.

Teacher will ask students questions to use the key vocabulary to understand the legend.

Teacher will involve students activating their prior knowledge. Teacher will ask students if they remember Walt Disney 2006 film called 'Bear Brother'. They were 5 or 6 years younger, so this could be a nice memory of their childhood.

Student will watch this 10:06 minutes you-tube video, paying special attention to Native American Spirits which regard to nature (animals, forest, rivers, mountains, etc.), which is essential to understand the legend they are going to read

<http://www.youtube.com/watch?v=C2KuifXxWjc&feature=related>

While reading: (20 minutes)

While teacher is reading aloud the legend, students are listening and checking pronunciation of the unfamiliar words reading them in silent.

Pair work speaking activity: Teacher will check students comprehension of cultural references through personalized questions such as:

- What would you do if you meet a furious bear?
- How would you escape from the bear?
- How do the Indian girls escape? If you were in one of these Indian girls shoes, what would you do?
- What happened at the end of text?
- What do you know about constellations?, etc.

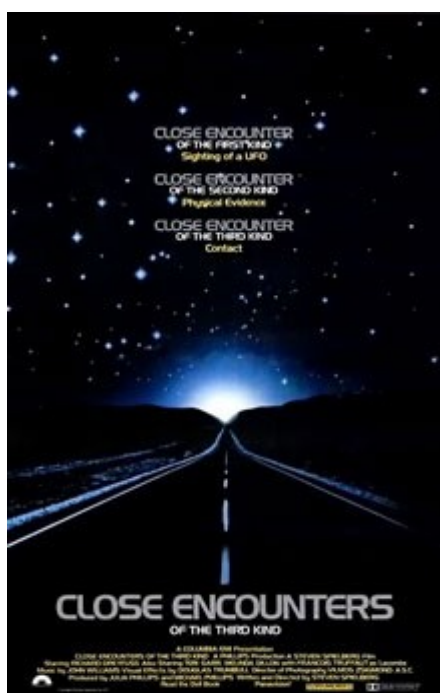
After interpreting the legend, students will look at the Devil Tower photograph and tell their own theories in groups of four.

Follow up: (5 minutes in class and students will finish at home)

Students will research about this famous mountain in Wyoming in films.

In 'Close Encounter of the Third Kind' Part 1, Steven Spielberg science-fiction film, the Devil Tower is essential for the plot. In minute 00.01 of the following video the image is spectacular.

<http://www.youtube.com/watch?v=sCbklzPIJZQ&feature=related>



There will be a debate about UFOs in the following class.

TOPIC: Do you believe in UFOs'?

6. Evaluation

- Teacher will observe his/her students during the whole session and will have students feedback any moment of the learning process.
- Teacher will know if students are able to understand the legend as they're miming while they are learning new vocabulary, or answering factual questions or personalized question to understand the text.
- As teacher has created a learning framework activating students prior knowledge using a video. There will be a nice atmosphere to interpret the legend, the characters, etc. in different cultural and geographical context, avoiding students embarrassment to be free to ask other classmates or the teacher any doubt.
- Teacher has chosen a suitable text according to his/her students ability. The weaker students will read the glossary given in the handout to help their comprehension.
- The legend will engage students interests as it's a real place with a surprising explanation. The text takes reader back to Native American ancestors and roots.
- As a result of all activities done, teacher will ask stronger students their opinions about The Evil's Tower in science-fiction films to comment or justify their ideas or even invent other theories as a post reading activity.